The Role of Principals Teachers Competence in Sidrap Regency, Indonesia

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ABSTRACT

This study aimed to identify the role of principals in enhancing teacher competency. Principal role used in this research as educators, managers, administrators, leaders, supervisors, innovators, and a motivator are used as a guide for teachers to learn continuously in order to enhance their competency. The method used in this study was mixed Method between quantitative and qualitative methods. Quantitative data were obtained through questionnaires and qualitative data obtained through interviews of school principals. This study was conducted at Junior High School district Sidenreng Rappang South Sulawesi with a total of 500 teacher as respondents. The findings of the analysis performed by using SPSS 18.0 showed a significant correlation between the roles of principals and teacher's competency. This shows that the role of principal and teachers' competency has a positive relationship to improving teacher competence. Meanwhile, the role of principals also have a significant influence on increasing teacher competency in Junior High School at district of Sidenreng Rappang of South Sulawesi.

Key Words: The Role of principals, teacher's competency, educators, managers, administrators, leaders, supervisors, innovator, and motivator.

1. INTRODUCTION

National Education Development Plan 2025 is a strategic plan that aims to increase the capacity of human resources, strengthen services and competitiveness in the regional and international levels. National Education Development Plan 2025 built by the government as a guide to establish the Indonesian national goals of improving education quality in order to compete with other countries (Renstra Kemendiknas, 2005). To facilitate the achievement of educational development in 2025, the government builds a medium-term development plan in 2014, which focuses on improving the quality of human resources and technological capabilities. It is expected to be a guide for the office of education in improving the quality of human resources so that the quality of education is qualified (Renstra Kemendiknas, 2010). However, the quality of education needs to be improved. It can be seen from Indonesia's human development index is still at position 110 in 2004, and 108 in 2010 of 169 countries (Muhson A., 2004; HDI, 2010).

Teachers quality should be developed to become professional teachers in order to improve the quality of education (UU RI No. 20, 2003; PP No. 19, 2005; Blanton, Sindelar & Correa, 2006; Zulfikar, 2009). The role of the teacher is needed to create a pleasant learning in the classroom (Alma, Mulyadi, Razati & Nuryati, 2009; Blankmeyer, Flannery & Vazsonyi, 2002). Therefore, teachers need to have competence so that they can carry out their duties well. Rosenfeld & Rosenfeld (2008) reveals that teachers must learn continuously so that they can improve the competencies required in teaching as proposed by the Ministry of National Education (UUUD Guru & Dosen, 2005; BSNP, 2006).

2. BACKGROUND

The quality of education is also influenced by the role of the school principal (Cunningham, 2003; Muhson, 2004; Muhaimin, Sutiah & Prabowo, 2008). Therefore, to improve the quality of education, it is influenced by principals who have competence to do their role at the school. Organization is expected to grow positively if the organization members are united in culture and strives to improve the organization quality. Furthermore, Sangi (2004) said that the competence of principals is a determinant in the success of the school organization. Therefore, all activities at the school are the
responsibility of the principal. In addition, the principals as leaders must always motivate teachers and staff and give freedom for teachers to use the school facilities (Yuyarti, 2009).

Improving the quality of education depends on the quality of teachers (Halima, Harun, 2006). In this case, the teacher has an important role in designing a school vision and mission to improve the quality of the students in order they can compete globally (Hasri, Jamal, et al., 2007; Nurahimah & Mohd Yusof, 2010). Thus, the teachers’ role as an instructor require expertise and high professionalism (Esah, Sulaiman, 2004; Guskey, 1994; Hung, Oi, Chee, & Man, 2007; Parkay, 2006; Provenso, 2002). The same thing was reported by Achwarin (2009); Marinkovic, Bjekic & Zlatic (2012); Ololube (2006) that teachers with high professional competence can be established by teachers as a key factor in improving the quality of education.

Each teacher has a opportunity to be a professional teacher. However, to achieve a degree of professional teachers is not easy. They are supposed to work and study hard to carry out their duties and its responsibilities as a teacher. (Isjoni, 2009; Rusman, 2010). In addition, teachers must be proactive, creative and innovative to become professional teachers. The same is also described by Esah, Sulaiman (2004); Agung (2008); Hamid (2009) states that professional teachers are those who already have good competencies as formulated in the law teachers and lecturers which gave them the opportunity to compete in local, national and international

Based on the results of a national competency examination showed that the level of competency of teachers in Indonesia did not reach the target as expected the government. This finding based on teacher competency examination results conducted by human resource development agency the Ministry of Education and Culture and Education Quality Assurance (BPSDMPK-PMP, 2012). The competency test is conducted in all provinces in Indonesia. The competency test followed by 604.752 teachers in all provinces in Indonesia. The results show that the average national test results are 42.25. This result is much lower below the average standard score of 70.00 per cent as predicted by agency human resource development and cultural education, and quality assurance of education (BPSDMPK-PMP, 2012). Based on the results of the teacher's competency test, then, researchers conducted research for the appropriate model in improving teacher competence.

Competencies are the knowledge, skills, and behaviors that must be held by teachers in carrying out his duties in a professional manner. Although the competence of teachers considered yet satisfactory in Indonesia. Competencies that have not been satisfactorily led government worried about the quality of education in the future. Thus, the government asked the Ministry of National Education to find a strategy or model that can be used to improve teacher competency. The government also said that the teacher's role is very important to prepare the future leaders. This statement is also supported by Rosyada (2004); Wachidi (2010); Pentic (2011) states that the teachers must have good competence to perform his duties as educators so that they can be called professional teachers

The competencies recommended by the National Education Standards Agency (BSNP) is a pedagogic competence, professional competence, personal competence and social competence. All these competencies have not shown satisfactory results. This can be seen from the achievement of competence of graduates that still low (Zulfikar, 2009). Indonesian education system yet produced quality graduates in terms of knowledge and skills (HDEAPR, 2010p; 2010b). The finding is also supported by a study conducted by the Centre for Research and Development of East Java showed that professional competence, social competence, and pedagogical competence not show good results. Nevertheless, personal competency is already considered good, but this competency still requires continuous improvement (Irtanto, Suprianto & Sasonko, 2010).

The low teacher competence can also be seen from the results of a study conducted by Sanusi A. (2007), showed that low teachers' pedagogical competence because mastery of teaching and learning methods have not been too good. In addition, personal competence, social competence, discipline and motivation of teachers is also still low. Other problems that cause low teacher competence is teamwork with other teachers did not run effectively. Further, a study conducted by Sarkadi, et. al (2006) state that teachers’ pedagogical competence is also low. This can be seen from the process of teaching and learning is ineffective, inefficient and of poor quality. Thus, the teacher's competence needs to be
enhanced to inspire teachers in improving educational quality (Grabek, 2006). Lack of motivation of teachers can also be the cause of the failure to develop the competency of teachers. Therefore, school principals should always motivate teachers either intrinsic or extrinsic motivation (Robbins, 2001).

Competence of teachers in the district Sidenreng Rappang generally also have not shown satisfactory results. This problem caused by the teachers' mastery of the teaching and learning methods that still need to be improved. In addition, teachers' commitment in carrying out the task also is not running optimally. In addition, the principals did not performed well in improving the quality of schools such as guiding and motivating the teachers in carrying out its duties (Renstra Kemendiknas Sidrap, 2011). Obviously, the lower the quality of education is strongly influenced by the competency of teachers. Therefore, to improve the competence of teachers, principals should make efforts and strategies that can improve the competence of teachers without having to leave her work at the school. Obviously, the low educational quality is strongly influenced by the competency of teachers. Therefore, to improve the competence of teachers, principals should make efforts and strategies that can improve the competence of teachers without having to leave her work at the school.

In this study, the researcher did a research to identify the influence of the role of principals to increase the teachers' competence at Junior High School at Sidenreng Rappang district. In this study, the role principals selected as the independent variable of study because the school principal is the person most responsible for doing all activities that occur in school. This variable chosen because it provides an opportunity for teachers to learn continuously to improve their competence. Increasing the teacher's competency expected can give a positive impact towards improving the quality of education.

3. METHODOLOGY

This study uses a combination of quantitative and qualitative methods (concurrent embedded design). This method uses two types of data, namely quantitative and qualitative data. The data were collected simultaneously. Quantitative data was collected using a questionnaire and qualitative data collected through interviews. This method is carried out to obtain data that is comprehensive, reliable, and objective (Creswell, 2008). At the first stage, a quantitative study was conducted using a questionnaire. Through the questionnaire data on the role of principals, organizational learning and teacher competency can be obtained simultaneously. According Mohd Najib (2009) questionnaire is one of the techniques of data collection of the most popular among researchers because data obtained easily administered and easily processed and analyzed. While in the second stage, a qualitative study conducted by doing interviews to 10 school principals. The interview was conducted to obtain data on the role of principals on improving teacher competence. The findings of this qualitative data used to support the findings of the quantitative data.

4. RESULT OF THE STUDY

The study was conducted on 500 teachers who serve as respondents. They were asked to respond by selecting one of the available answers five points on each item in the questionnaire. Based on the findings of the analysis performed by using SPSS 18.0 indicates that there is a significant relationship between the role of the principal (X1) and the competency of teachers (Y as shown in the following ($r = 0.341, p <0.05$). This means that the null hypothesis (Ho) in this study was rejected. This shows that the two variables have a positive relationship to enhance the competency of teachers in schools. The findings indicate that if the principals proactive in its role well in school, then the teacher competency can also be enhanced by good. Subsequently, teachers can work and perform his task well to increase the quality of education in high schools. Meanwhile the SPSS analysis are shown in table 1 below:
The above findings are also supported by a qualitative study carried out on 10 principals of Junior High School at Sidenreng Rappang Regency of South Sulawesi. The result of interviews showed that all principals state has a responsibility to improve the competence of teachers and quality of education in schools. The results also indicated that the principals as an innovator is of the most influence on the competence of teachers. This suggests that the role of the principal as an innovator gives more new ideas to teachers, to create an environment conducive to teaching and learning, and the creator of a creative learning methods in influencing teacher competency.

5. CONCLUSION

Based on the results of the analysis in this study shows That the role of the principal has done well in school. This role is carried out is based on the Permendiknas No13, (2007) is the principals as educators, managers, administrators, leaders, Supervisors, innovators, and motivators. The seventh role of principal has a significant relationship to enhance the competency of teachers in schools. Meanwhile, the role of the principal as an innovator has and significant Influence in improving teacher competence. This model is very suitable to be implemented by the principals in enhancing teacher competency without having to always wait for the policy of the government. Therefore, the writer recommend to other principals to adopt this model because the role of the principal is able to influence the improvement of the competencies of teachers in schools.

REFERENCES


